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AUTHOR Atwater, Jay
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ABSTRACT

Two Computers Unlimited elementary magnet schools have completed their first year of operation as part of the Long-Range Magnet School Plan in the Kansas City School District. The curriculum for the Computers Unlimited theme emphasizes basic skills, problem solving, and critical thinking skills. This formative evaluation report addresses the questions of enrollment and desegregation goals at the two schools; Computers Unlimited program implementation progress; the perceptions of parents, students, and teachers participating in the program; and levels of student achievement based on the Iowa Test of Basic Skills (ITBS), Missouri Mastery and Achievement Test (MMAT), and Degrees of Reading Power (DRP). Results of this study indicate that implementation is progressing despite delays; progress has been made toward the minority and non-minority enrollment goals at one of the schools; student achievement was mixed at both schools; parents felt that more external recruitment through public sources was needed; parents and students were generally satisfied with the program; and teachers were considerably less satisfied with the program than parents and students, with teacher survey results indicating a lack of commitment to the theme and a lack of personal or professional challenge. Four figures and 15 tables--which include survey questionnaires with tallies of the responses--display the results of the data analyses. (ALF)

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# Formative Evaluation of the Computers Unlimited Magnet Elementary Schools

## 1990-1991

**Evaluation Office**

**The School District of Kansas City, Missouri**

KANSAS CITY, MO. SCHOOL DISTRICT
"Building our future"

**August 1991**

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# Formative Evaluation of the Computers Unlimited Magnet Elementary Schools

## 1990-1991

Jay Atwater
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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## Executive Summary

The new Computers Unlimited elementary magnet schools have completed their first year of operation as part of the Kansas City, Missouri, School District's *Long-Range Magnet School Plan*. The computers unlimited program is being implemented at B. Banneker and K.B. Richardson schools.

This formative evaluation report documents the progress made by the two schools during their first year of implementing the computers unlimited magnet theme. The evaluation was guided by the goals and objectives established at each school and in the *Long-Range Magnet School Plan*.

Progress toward minority and non-minority enrollment goals was made by Richardson. Richardson experienced a 2% change toward the goal in all grades except second grade. Banneker, as a new school, did not quite reach the established new school goals.

Parents and students were pleased with the academic program at Richardson and Banneker schools. Attention, by school administrators, to more outside recruitment was indicated by the small percentage of parents reporting discovering the program through public sources such as TV, Radio and Newspapers. Students reported wanting to return to their school next year.

Teachers at both schools reported not being committed to the theme nor making efforts to infuse the theme. Teachers also reported not being challenged personally or professionally. Alternately, teachers reported spending 50% or more of class time on problem solving and critical thinking types of activities.

Student achievement as measured by the Iowa Test of Basic Skills (ITBS) was generally mixed. Some grades in both schools scored at or above the district and national norms on each of the subtests.

# FORMATIVE EVALUATION
# OF THE
# COMPUTERS UNLIMITED
# MAGNET ELEMENTARY SCHOOLS

## 1990-1991

### Introduction

The Computers Unlimited elementary magnet schools have completed their first year of implementing the magnet theme as part of the district's *Long-Range Magnet School Plan* (Hale & Levine, 1986), (hereinafter cited as the Long-Range Plan). According to the Long-Range Plan:

> Computers Unlimited Magnet Schools will provide students with educational opportunities specifically in computer technology and generally in information technology to a greater extent than they are presently offered in the Kansas City Metropolitan area....The Computers Unlimited Magnet Schools will emphasize, through unique instructional approaches, the application and utilization of computer technology as it applies to a variety of curricular areas. (Hale & Levine, 1986, p. 58).

During the 1989-1990 school year, using the Long Range-Plan for guidance, planning outlines for each school were developed by a magnet task force with representatives from each school, administrative leadership, teachers and community representatives. The planning outlines established the structure, goals and objectives for the computers unlimited program around which this formative evaluation was designed.

### Program Description

The Computers Unlimited elementary schools are Benjamin Banneker and Kathryn B. Richardson schools. Each school serves students in the kindergarten through fifth grade. Richardson is an existing school that was renovated for the magnet theme. Banneker, a new school, began the year in the existing Pershing building , however, Banneker was titled New Southeast II until given the Benjamin Banneker name.

Currently, the schools are operating at their permanent sites. The Banneker program moved to a new facility, located at 7050 Askew, in January 1991 to start the spring term in their permanent building. Richardson began the program at its permanent site.

The curriculum for the Computers Unlimited theme was based on specific student outcomes defined in the planning outlines for the schools. Basic instructional skills, problem solving and critical thinking skills were to be emphasized in the curriculum. Multiple teaching strategies were to be used with the computer as the primary teaching tool. Richardson school is using the Wasatch computer-based curriculum and Banneker school is using the Josten computer-based curriculum. Both are mastery-based instructional programs and students must master a topic to proceed to the next academic level.

## Evaluation Design

Information provided in this formative evaluation addresses enrollment and ethnic composition, program implementation progress, perceptions of program participants and levels of student achievement for the first year of implementation. This evaluation has been undertaken to address the following questions:

1. What are the student demographics at the two schools?
2. How closely is program implementation aligned with the *Long-Range Magnet School Plan* and the planning outlines for the schools?
3. What are the perceptions of the program participants (parent, teacher, student and school leadership) concerning the magnet schools?
4. What are the achievement levels of students enrolled in the computer magnet schools?

## Results

### Program Capacity

Actual enrollments at the Computers Unlimited schools were compared to program capacity data by grade for each school. Enrollment data were from the *September 26, 1990 Student Membership* report, (Research Office, 1990). Program capacity data were used by the district's Admissions Office to place students in schools.

As Table 1 shows, neither school was enrolled to capacity. Richardson was close to full capacity. This however, was due to 64% over-enrollment of the second grade. Percent of capacity enrolled for kindergarten, first, and third through fifth ranged from 90% to 95%. Banneker school was also not enrolled to capacity. Kindergarten was enrolled at 74% of capacity while second grade was close to capacity with 98% enrolled. Overall Banneker was at 85% enrollment capacity.

**Table 1**

**Enrollment and Program Capacity by School by Grade**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| School Grade | Program [a] Capacity | Actual [b] Enrollment | Difference | Percent of Capacity |
|---|---|---|---|---|
| **Richardson** | | | | |
| K | 44 | 42 | - 2 | 95% |
| 1 | 110 | 105 | - 5 | 95% |
| 2 | 44 | 72 | + 28 | 164% |
| 3 | 66 | 60 | - 6 | 91% |
| 4 | 81 | 73 | - 8 | 90% |
| 5 | 81 | 75 | - 6 | 93% |
| Total | 426 | 427 | + 1 | 100% |
| **Banneker** | | | | |
| K | 88 | 65 | - 23 | 74% |
| 1 | 66 | 54 | - 12 | 82% |
| 2 | 44 | 43 | - 1 | 98% |
| 3 | 44 | 38 | - 6 | 86% |
| 4 | 54 | 50 | - 4 | 93% |
| 5 | 27 | 23 | - 4 | 85% |
| Total | 323 | 273 | - 50 | 85% |

*Note*: Percentages are rounded to the nearest whole percent.

a Program capacity utilized by the Admissions Office when placing students in magnet programs.

b From *September 26, 1990 Student Membership* (Research Office, 1990)

## Desegregation Goals

The achievement of court-ordered desegregation in the Kansas City, Missouri School District is a central feature of the magnet school plan. Percent of minority and non-minority students in each grade is expected to be at 60% minority and 40% non-minority. If existing schools, keeping the same grade structure, cannot reach the 60% minority/40% non-minority enrollment goal, progress is still expected. Progress may be achieved with an annual 2% enrollment modification toward the 60/40 enrollment composition. New schools are expected

to achieve the 60% minority/40% non-minority enrollment composition in the first year of implementation. Table 2 presents minority / non-minority enrollment figures for Richardson and Banneker schools.

Richardson, an existing school, had close to 100% minority enrollment in the year prior to magnet theme implementation. Satisfactory progress, in the form of 2% movement toward 60% minority 40% non-minority enrollment, was achieved for kindergarten, first, third, fourth and fifth grades. Second grade remained at 100% minority enrollment. Overall minority enrollment for Richardson was 92%.

Banneker did not achieve the established enrollment goals for new schools. Percent minority enrollment ranged from 62% minority for fourth grade to 74% minority for fifth grade. Overall, Banneker's minority enrollment was 67%.

**Implementation**

Full implementation of the Computers Unlimited theme has been hindered at both schools by delays in receiving computers and installing software. Banneker also had to deal with moving to a new building and getting computer systems re-installed. Richardson reported that full installation of the network and computer labs did not occur until late November and early December. Banneker experienced similar delays.

Minor hardware and software setup problems continues at both schools. Both schools were on-line with their computer-based curriculum by December 1990. Although the computerized curricula were operational at both schools, network failures and short down times have occurred.

**Academic activities.** Teachers were asked to respond to a list of expected classroom activities and indicate the amount of class time spent engaged in each activity. Teachers were instructed to consider that the activities could occur concurrently when making time estimates.

Table 3 presents the average percent of class instructional time teachers reported spending on each activity. Teachers from both schools reported spending class time on cognitive activities (Activities A - E). Richardson teachers reported spending from 33% of class time on presenting other cultures perspectives (Activity E) to 68% of class time on student inquiry (Activity A). Banneker teachers reported spending from 46% on both student inquiry (Activity A) and critical thinking (Activity B) to 54% of the time on problem solving (Activity C).

**Table 2**

**Minority and Non-Minority Student Enrollment**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| | Baseline Year: 1989 | | | | Year 1: 1990 | | | |
|---|---|---|---|---|---|---|---|---|
| **School** | Minority | | Non-Minority | | Minority | | Non-Minority | |
| Grade | N | % | N | % | N | % | N | % |
| **Richardson** | | | | | | | | |
| K | 128 | 100% | 0 | 0% | 32 | 76% * | 10 | 24% |
| 1 | 88 | 100% | 0 | 0% | 102 | 97% * | 3 | 3% |
| 2 | 64 | 100% | 0 | 0% | 72 | 100% | 0 | 0% |
| 3 | 67 | 99% | 1 | 1% | 55 | 92% * | 5 | 8% |
| 4 | 82 | 93% | 6 | 7% | 61 | 84% * | 12 | 16% |
| 5 | 57 | 100% | 0 | 0% | 69 | 92% * | 6 | 8% |
| Total | 486 | 99% | 7 | 1% | 391 | 92% | 36 | 8% |
| **Banneker**[a] | | | | | | | | |
| K | ----- | ----- | ----- | ----- | 47 | 72% | 18 | 28% |
| 1 | ----- | ----- | ----- | ----- | 35 | 65% | 19 | 35% |
| 2 | ----- | ----- | ----- | ----- | 28 | 65% | 15 | 35% |
| 3 | ----- | ----- | ----- | ----- | 25 | 66% | 13 | 34% |
| 4 | ----- | ----- | ----- | ----- | 31 | 62% | 19 | 38% |
| 5 | ----- | ----- | ----- | ----- | 17 | 74% | 6 | 26% |
| Total | ----- | ----- | ----- | ----- | 183 | 67% | 90 | 33% |

*Note:* Percentages are rounded to the nearest whole percent. 1989 enrollment figures are from *September 27, 1989 Student Membership* (Research Office, 1989). 1990 figures are from *September 26, 1990 Student Membership* (Research Office, 1990).

* Grades making at least 2% improvement toward 60% minority enrollment.

a Benjamin Bannecker is a new school in 1990, consequently enrollment data are not available for 1989.

Multiple teaching strategies and the use of computers were used by both schools (Activities G - K). Richardson teachers reported spending from 49% of the time with small groups (Activity I) to 70% of the time with the students using the computer for academic presentation (Activity J). Banneker teachers reported spending from 40% of the time on other academic activities (Activity K) to 69% of the time having students use the computer for academic

**Table 3**

**Teacher Self-Report**
**Average Percent of Time Spent on Each Activity**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| Activity | School | | | |
|---|---|---|---|---|
| | Richardson | | Banneker | |
| | N[a] | % | N[a] | % |
| A. Student Inquiry: Asking questions that lead to thinking or exploration, i.e. prompting, motivating students to ask questions and dig deeper. | 7 | 68% | 17 | 46% |
| B. Critical Thinking: Analyzing a situation, cause and effect, comparing, evaluating, making inferences, asking "what if..." | 7 | 55% | 18 | 46% |
| C. Problem Solving: Presenting a dilemma to which an answer does not come instantly. | 7 | 55% | 19 | 54% |
| D. Students Understand: Determining if students understand topic. | 7 | 57% | 21 | 53% |
| E. Global Perspective: Presenting other cultures, countries perspective. | 7 | 33% | 18 | 48% |
| F. Original Source: Use original or replica of an original document during presentation when possible (such as replicas of U.S. Constitution). | 5 | 15% | 14 | 31% |
| G. Lecture to Class: Oral presentation to entire class. | 7 | 50% | 21 | 66% |
| H. Single Student: Direct instruction to ONE student. | 6 | 53% | 20 | 46% |
| I. Small Groups: Instruction to students in GROUPS. | 5 | 49% | 18 | 59% |
| J. Computer Academics: Using the computer for academic presentation. | 6 | 70% | 18 | 69% |
| K. Other Academic: Academic activity not covered in above activities. | 7 | 66% | 14 | 40% |
| L. Management: Activities instruction preparation, attendance, grading, etc. | 6 | 39% | 19 | 53% |
| M. Interruption: Event in or out of class which interrupts academic activity. | 6 | 30% | 19 | 21% |
| N. Disruptive Student: Time taken to attend to a disruptive student. | 7 | 34% | 19 | 26% |
| O. Other: Time spent not covered in the other categories. | 4 | 15% | 12 | 20% |

*Note*: Percentages are rounded to the nearest whole percent. Activities can occur concurrently, percentages will not sum to 100 percent.

a Number of teachers responding.

presentation (Activity J). Teachers at both schools were using multiple teaching strategies for academic presentation. Teachers were also using the computer as an academic tool (Activity J).

**Perceptions**

Parents, students, and teachers were contacted during the spring term to collect their perceptions regarding the Computers Unlimited program.

**Parent perceptions.** Parents, of students attending each school, were randomly selected from a district listing of enrolled students (N = 169). During a telephone interview parents were asked to respond to a series of questions regarding their child's experience and academic progress at the school. The parents were asked to assign a letter grade (A= excellent, B= good, C = average, D = fair, or F= only poor), to the school, for each topic presented.

Richardson and Banneker parents were generally satisfied with the programs at their child's school. Table 4 presents the percent of parents assigning a grade to various aspects of the program. For items 1 through 16, which addressed general aspects of the school, the percent of Richardson parents assigning a grade of "B" or higher ranged from 55% (Item 13) to 96% (Item 4). The percent of Banneker parents assigning a "B" or better to items 1 through 16 ranged from 67% (Item 7) to 100% (Item 4). Conditions of buildings and grounds (Item 4) received the highest grade by parents at both schools.

Item 1 asked the parents to grade the overall program. Eighty-five percent graded Richardson at "A" or "B." For Banneker, 82% of the parents graded the school at "A" or "B." Parents were fairly satisfied with their opportunities to be involved in their child's education (Item 10). A grade of "B" or higher was given by 65% and 59% of the parents for Richardson and Banneker respectively. The schools also did well in communicating with the community and parents (Item 11). Eighty-nine percent of the Richardson parents graded the program at "B" or higher. Banneker parents also graded the program well, but not as high, with 73% giving at least a "B" grade.

Parents gen..ally gave good grades to the academic progress their child made while at Richardson and Banneker. The percent of Richardson parents giving at least a "B" ranged from 82% for math progress (Item 18) to 98% for their child's opportunities to use computers (Item 22). The percent of Banneker parents assigning a grade of "B" or better ranged from 63% for field trips (Item 23) to 91% for their child's opportunity to use the computer (Item

**Table 4**

**Parent Perceptions**
**Percent of Parents Assigning Grades to Program Aspects**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991 (N = 169)**

| Item / School | Grade Given: Excellent A | Good B | Average C | Fair D | Poor F |
|---|---|---|---|---|---|
| 1. Overall Grade given to School. | | | | | |
| Richardson | 53% | 32% | 11% | 3% | 1% |
| Banneker | 48% | 34% | 16% | 2% | 0% |
| 2. How well informed do you feel about your child's school? | | | | | |
| Richardson | 56% | 33% | 8% | 3% | 0% |
| Banneker | 46% | 36% | 13% | 5% | 0% |
| 3. Classroom Teachers. | | | | | |
| Richardson | 59% | 25% | 13% | 15% | 2% |
| Banneker | 62% | 23% | 12% | 3% | 0% |
| 4. Conditions of School Buildings & Grounds. | | | | | |
| Richardson[a] | 64% | 32% | 4% | 0% | 0% |
| Banneker[b] | 84% | 16% | 0% | 0% | 0% |
| a. 0% of parents had No Opinion | | | | | |
| b. 7% of parents had No Opinion | | | | | |
| 5. School Principal. | | | | | |
| Richardson[a] | 58% | 31% | 9% | 2% | 0% |
| Banneker[b] | 65% | 21% | 6% | 6% | 2% |
| a. 16% of parents had No Opinion | | | | | |
| b. 21% of parents had No Opinion | | | | | |
| 6. Students interest in school. | | | | | |
| Richardson | 53% | 32% | 13% | 1% | 1% |
| Banneker | 55% | 30% | 11% | 2% | 2% |
| 7. Students respect for teachers. | | | | | |
| Richardson | 39% | 36% | 20% | 1% | 1% |
| Banneker | 37% | 30% | 27% | 0% | 6% |
| 8. Student Help or Counseling services. | | | | | |
| Richardson[a] | 43% | 46% | 10% | 0% | 1% |
| Banneker[b] | 34% | 42% | 22% | 2% | 0% |
| a. 29% of parents had No Opinion | | | | | |
| b. 33% of parents had No Opinion | | | | | |
| 9. Teachers respect for students. | | | | | |
| Richardson | 49% | 34% | 12% | 3% | 2% |
| Banneker | 50% | 33% | 15% | 2% | 0% |
| 10. Opportunities for parents to be involved in their child's education. | | | | | |
| Richardson | 65% | 23% | 9% | 3% | 0% |
| Banneker | 59% | 25% | 14% | 2% | 0% |

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**Table 4 (Continued)**

**Parent Perceptions**

**Percent of Parents Assigning Grades to Program Aspects**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991 (N = 169)**

| Item | School | Grade Given: Excellent A | Good B | Average C | Fair D | Poor F |
|---|---|---|---|---|---|---|
| 11. | Schools communication with Parents and the community. | | | | | |
| | Richardson[a] | 48% | 41% | 7% | 3% | 1% |
| | Banneker[b] | 43% | 30% | 23% | 2% | 2% |
| | a. 1% of parents had No Opinion | | | | | |
| | b. 8% of parents had No Opinion | | | | | |
| 12. | The time taken to process your Child's application to school. | | | | | |
| | Richardson[a] | 48% | 34% | 14% | 1% | 3% |
| | Banneker[b] | 51% | 23% | 22% | 2% | 2% |
| | a. 13% of parents had No Opinion | | | | | |
| | b. 3% of parents had No Opinion | | | | | |
| 13. | Fairness of selection to magnet schools. | | | | | |
| | Richardson[a] | 26% | 29% | 29% | 6% | 10% |
| | Banneker[b] | 32% | 39% | 17% | 5% | 7% |
| | a. 71% of parents had No Opinion | | | | | |
| | b. 33% of parents had No Opinion | | | | | |
| 14. | Magnet theme for this school is clear. | | | | | |
| | Richardson | 55% | 30% | 13% | 1% | 1% |
| | Banneker | 54% | 28% | 13% | 3% | 2% |
| 15 | Participation as parent welcome. | | | | | |
| | Richardson | 65% | 23% | 11% | 1% | 0% |
| | Banneker | 57% | 35% | 8% | 0% | 0% |
| 16. | Helpfulness of Messages, Notes, Phone calls, and News Letters from school. | | | | | |
| | Richardson | 64% | 26% | 9% | 0% | 1% |
| | Banneker | 63% | 24% | 8% | 5% | 0% |
| 17. | Progress your child has made in reading. | | | | | |
| | Richardson | 59% | 29% | 9% | 2% | 1% |
| | Banneker | 48% | 23% | 21% | 6% | 2% |
| 18. | Progress your child as made in math. | | | | | |
| | Richardson | 57% | 25% | 15% | 1% | 2% |
| | Banneker | 48% | 26% | 23% | 3% | 0% |
| 19. | Progress your child has made in Social Studies. | | | | | |
| | Richardson[a] | 50% | 38% | 11% | 1% | 0% |
| | Banneker[b] | 49% | 28% | 19% | 4% | 0% |
| | a. 0% of parents had No Opinion | | | | | |
| | b. 7% of parents had No Opinion | | | | | |

**Table 4 (Continued)**

**Parent Perceptions**
**Percent of Parents Assigning Grades to Program Aspects**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991 (N = 169)**

| Item / School | Grade Given: Excellent A | Good B | Average C | Fair D | Poor F |
|---|---|---|---|---|---|
| 20. Overall Academic Progress your child has made at school. | | | | | |
| Richardson | 52% | 40% | 8% | 0% | 0% |
| Banneker | 51% | 28% | 21% | 0% | 0% |
| 21. How well student is learning about computers? | | | | | |
| Richardson | 58% | 32% | 7% | 3% | 0% |
| Banneker | 69% | 19% | 9% | 3% | 0% |
| 22. Opportunities for your child to use computers. | | | | | |
| Richardson[a] | 70% | 28% | 2% | 0% | 0% |
| Banneker[b] | 72% | 19% | 9% | 0% | 0% |
| a. 7% of parents had No Opinion | | | | | |
| b. 7% of parents had No Opinion | | | | | |
| 23. Field trips & Extra Curricular Activities. | | | | | |
| Richardson[a] | 55% | 29% | 14% | 1% | 1% |
| Banneker[b] | 28% | 35% | 23% | 12% | 2% |
| a. 2% of parents had No Opinion | | | | | |
| b. 7% of parents had No Opinion | | | | | |
| 24. Principal is responsive to your concerns. | | | | | |
| Richardson[a] | 61% | 27% | 10% | 1% | 1% |
| Banneker[b] | 64% | 21% | 9% | 4% | 2% |
| a. 14% of parents had No Opinion | | | | | |
| b. 15% of parents had No Opinion | | | | | |

*Note*: Percentages are rounded to the nearest whole percent.

22). As Table 4 suggests, parents with children at Richardson graded their school slightly higher on their child's academic progress than parents from Banneker.

Parents were asked to identify what sources provided them information about the program (Table 5). The most frequently cited source was school brochures (30% Richardson, 43% Banneker). Few Richardson or Banneker parents reported newspapers, radio or television as sources of information about the program.

When asked why they chose the school (see Table 6), 77% of Richardson parents and 54% of Banneker parents reported as "Important" or "Very Important" that Richardson and Banneker was the neighborhood school. Eighty-two percent of Richardson parents reported

**Table 5**

**Parent Perceptions**
**How Parents Learned About the Program**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| | | School | | | |
|---|---|---|---|---|---|
| | | Richardson | | Banneker | |
| Source | Response | N | % | N | % |
| Newspaper | Yes | 7 | 7% | 7 | 12% |
| | No | 101 | 93% | 54 | 88% |
| Radio | Yes | 0 | 0% | 2 | 3% |
| | No | 108 | 100% | 59 | 97% |
| Television | Yes | 8 | 7% | 4 | 7% |
| | No | 100 | 93% | 57 | 93% |
| School employees | Yes | 8 | 7% | 2 | 2% |
| | No | 100 | 93% | 59 | 98% |
| Students | Yes | 0 | 0% | 0 | 0% |
| | No | 108 | 100% | 61 | 100% |
| Friends, Co-workers, etc. | Yes | 12 | 11% | 5 | 8% |
| | No | 96 | 89% | 56 | 92% |
| School Brochures | Yes | 32 | 30% | 26 | 43% |
| | No | 76 | 70% | 35 | 57% |
| Parent Organizations | Yes | 5 | 5% | 2 | 3% |
| | No | 103 | 95% | 59 | 97% |

*Note*: Percentages are rounded to the nearest whole percent.

as "Important" or "Very Important," because their child attended last year. Some of the Banneker parents (44%) reported as "Important" or "Very Important", because their child attend last year. Perhaps this is understandable since Banneker started as a program in the Pershing building, some of the Pershing students continued on at Banneker for the Computers Unlimited theme. Both sets of parents reported the theme was an "Important" or "Very Important" reason for choosing the school (92% Richardson, 87% Banneker). Parents also considered having other children at the school as "Important" or "Very Important" (37% Richardson, 32% Banneker).

**Student perceptions.** Student perception data was gathered once in the spring at each school. Participating students were contacted through random selection of one class from each grade (N = 212).

**Table 6**

**Parent Perceptions**
**Reasons for Choosing This School**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| | | School | | | |
|---|---|---|---|---|---|
| | | Richardson | | Banneker | |
| Reason for choosing School | Response | N | % | N | % |
| 1. You liked the magnet theme. | Very Important | 68 | 63% | 42 | 69% |
| | Important | 31 | 29% | 11 | 18% |
| | Somewhat Important | 5 | 4% | 3 | 5% |
| | Not Very Important | 0 | 0% | 3 | 5% |
| | Not at All Important | 4 | 4% | 2 | 3% |
| 2. This school is your child's neighborhood school. | Very Important | 65 | 60% | 23 | 38% |
| | Important | 18 | 17% | 10 | 16% |
| | Somewhat Important | 13 | 12% | 10 | 16% |
| | Not Very Important | 3 | 3% | 5 | 8% |
| | Not at All Important | 9 | 8% | 13 | 22% |
| 3. Your child attended this school last year. | Very Important | 68 | 63% | 22 | 36% |
| | Important | 21 | 19% | 5 | 8% |
| | Somewhat Important | 3 | 3% | 5 | 8% |
| | Not Very Important | 1 | 1% | 3 | 5% |
| | Not at All Important | 15 | 14% | 26 | 43% |
| 4. You have other children at this school. | Very Important | 29 | 27% | 18 | 30% |
| | Important | 11 | 10% | 1 | 2% |
| | Somewhat Important | 3 | 3% | 2 | 3% |
| | Not Very Important | 3 | 3% | 3 | 5% |
| | Not at All Important | 62 | 57% | 37 | 60% |
| 5. Some other reasons. | Very Important | 4 | 4% | 1 | 2% |
| | Important | 1 | 1% | --- | ---% |
| | Somewhat Important | --- | ---% | --- | ---% |
| | Not Very Important | 1 | 1% | 1 | 2% |
| | Not at All Important | 101 | 94% | 59 | 96% |

*Note*: Percentages are rounded to the nearest whole percent.

As Table 7 shows, students reported learning a lot at their school this year (Items 1 to 8). Students felt they learned a lot on the computer this year (Item 1, 94% Richardson, 99% Banneker). They also reported learning a lot about math (Item 2), reading (Item 3) and spelling (Item 4), and really like reading (Item 9) and math (Item 10). Ninety-six percent of Richardson students reported they learned a lot about math this year with 85% of the students reported they like math. For Banneker students, 99% reported they learned a lot about math with 73% saying they liked math. Students reported similarly for learning a lot about reading and liking reading at both schools.

**Table 7**

**Student Perceptions**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991 (N = 212)**

| Item | School | Response: Yes | No | Don't Know |
|---|---|---|---|---|
| 1. | Did you learn a lot on the computers at school this year? | | | |
| | Richardson | 94% | 6% | 0% |
| | Banneker | 99% | 1% | 0% |
| 2. | Did you learn a lot about math this year? | | | |
| | Richardson | 96% | 4% | 0% |
| | Banneker | 84% | 16% | 0% |
| 3. | Did you learn a lot about reading this year? | | | |
| | Richardson | 87% | 13% | 0% |
| | Banneker | 81% | 19% | 0% |
| 4. | Did you learn a lot about spelling this year? | | | |
| | Richardson | 90% | 10% | 0% |
| | Banneker | 85% | 15% | 0% |
| 5. | Is using computers to learn things like reading and math fun? | | | |
| | Richardson | 92% | 8% | 0% |
| | Banneker | 94% | 6% | 0% |
| 6. | Did you learn a lot about LOGO this year? | | | |
| | Richardson | 39% | 58% | 3% |
| | Banneker | 92% | 8% | 0% |
| 7. | Have you learned to do math problems on the computer this year? | | | |
| | Richardson | 97% | 2% | 1% |
| | Banneker | 87% | 13% | 0% |
| 8. | Have you learned to write on the computer this year? | | | |
| | Richardson | 95% | 5% | 1% |
| | Banneker | 87% | 13% | 0% |
| 9. | Do you like reading? | | | |
| | Richardson | 75% | 25% | 0% |
| | Banneker | 70% | 30% | 0% |
| 10. | Do you like math? | | | |
| | Richardson | 85% | 15% | 0% |
| | Banneker | 73% | 27% | 0% |
| 11. | Are the lessons on the computer in the computer lab fun? | | | |
| | Richardson | 95% | 5% | 0% |
| | Banneker | 90% | 10% | 0% |
| 12. | Have you enjoyed the field trips this year? | | | |
| | Richardson | 98% | 2% | 0% |
| | Banneker | 82% | 18% | 0% |



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**Table 7 (Continued)**

**Student Perceptions**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991 (N = 212)**

| Item | School | Response: Yes | No | Don't Know |
|---|---|---|---|---|
| 13. | Did you learn a lot on the field trips this year? | | | |
| | Richardson | 75% | 25% | 0% |
| | Banneker | 77% | 23% | 0% |
| 14. | Did your teachers help find interesting uses for things you learn? | | | |
| | Richardson | 90% | 10% | 0% |
| | Banneker | 76% | 24% | 0% |
| 15. | Are you glad to go to this school? | | | |
| | Richardson | 94% | 6% | 0% |
| | Banneker | 87% | 13% | 0% |
| 16. | Did you feel safe at this school? | | | |
| | Richardson | 89% | 11% | 0% |
| | Banneker | 82% | 18% | 0% |
| 17. | Do you want to come to this school next year?[a] | | | |
| | Richardson | 66% | 34% | 0% |
| | Banneker | 68% | 32% | 0% |
| 18. | Do you think your friends would like going to this school? | | | |
| | Richardson | 77% | 23% | 0% |
| | Banneker | 66% | 34% | 0% |

*Note*: Percentages are rounded to the nearest whole percent.

a Item 17, does not include 5th graders, since they are graduating this year.

Generally the students at both schools answered yes at about the same rate for all items with Banneker students responding with yes slightly less frequently. The noticeable exception is Item 6, "I learned a lot about LOGO" (a computer program). Only 39% of the students at Richardson reported they learned a lot about LOGO. For Banneker, 92% of the students reported they learned a lot about LOGO. Teachers were reported to have helped students find interesting uses for things learned at school (Item 14) by 90% of Richardson students. In contrast 76% of Banneker students reported teachers helped find students interesting uses for things learned at school. Students at both schools reported they felt safe at school (Item 16; 89% Richardson, 82% Banneker).

**Teacher perceptions.** Teacher questionnaires were administered at each school in the spring by evaluation personnel. Teachers were asked to assign a level of agreement ranging

from "Agree Completely" to "Disagree Completely" to statement concerning the functioning of the magnet program. All teachers were asked to provide their perception of program functioning. A day was set at each school where teachers were directed to come in private or in groups to complete the questionnaire at any time during the day. Twenty-seven Richardson teachers responded the survey. Only 10 teachers from Banneker elected to provide their perceptions. It is not known why so many teachers at Banneker declined to give their opinions.

Table 8 details teacher's responses. In general, teachers at both schools disagreed with statements about the functioning of the program. For the purpose of this report disagreed is defined as 50% or more teachers responding "Disagree Somewhat" or "Disagree Completely". Of the 32 items, Richardson teachers disagreed with 26 items. Teachers at Banneker disagreed with 21 of the items.

Although teachers at both schools agreed there was good communication between teachers and the administration (Item 30; 92% Richardson, 70% Banneker), teachers felt uninformed about some aspects of the program. Teachers felt uninformed about the magnet plan for this year (Item 1; 96% Richardson, 70% Banneker), expectations for student conduct (Item 8; 96% Richardson, 50% Banneker) and expectations about student academic performance (Item 9; 96% Richardson, 55% Banneker). Being uninformed about the magnet school plan is interesting considering neither set of teachers agreed the school was implementing the theme according to the site plan (Item 2; 96% disagree-Richardson, 89% disagree-Banneker).

Teachers at both schools felt unable to get the materials necessary to implement the theme (Item 17; 72% Richardson, 56% Banneker). Teachers also reported not receiving training or information needed to operate the computers in the classroom (Item 14; 96% Richardson, 100% Banneker). Neither set of teachers were really satisfied with the quantity of theme-related technology i.e., computers, equipment, books, journals, etc. (Item 15; 78% Richardson, 50% Banneker). Teachers were also dissatisfied with the quality of the theme-related technology. (Item 16; 82% Richardson, 60% Banneker).

Teachers at the two schools differed on the availability of the school administration to help implement the theme. (Item 10) Eighty-nine percent of Richardson teachers reported the administration was unavailable, while only 20% of Banneker teachers responded such. Ninety percent of the Banneker teachers believed the administration provided the quality of instructional support needed to implement the magnet theme (Item 7). In contrast, only 15% of Richardson teachers felt their administration provided quality instructional support.

**Table 8**

**.eacher Perceptions**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Item | | Response | School: Richardson N | Richardson % | Banneker N | Banneker % |
|---|---|---|---|---|---|---|
| 1. | I am informed about the Magnet School Plan for this year. | Agree Completely | ----[a] | ----- | ----- | ----- |
| | | Agree Somewhat | ----- | ----- | 3 | 30% |
| | | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | | Disagree Somewhat | 7 | 26% | 4 | 40% |
| | | Disagree Completely | 19 | 70% | 3 | 30% |
| 2. | Our School is implementing the magnet theme according to the Site Plan goals and objectives. | Agree Completely | ----- | ----- | ----- | ----- |
| | | Agree Somewhat | ----- | ----- | ----- | ----- |
| | | Neutral/No Opinion | 1 | 4% | 1 | 11% |
| | | Disagree Somewhat | 7 | 26% | 6 | 67% |
| | | Disagree Completely | 19 | 70% | 2 | 22% |
| 3. | I am aware of all resources available to help me implement this theme. | Agree Completely | ----- | ----- | 1 | 10% |
| | | Agree Somewhat | 1 | 4% | 6 | 60% |
| | | Neutral/No Opinion | ----- | ----- | ----- | ----- |
| | | Disagree Somewhat | 11 | 41% | 1 | 10% |
| | | Disagree Completely | 15 | 55% | 2 | 20% |
| 4. | The resources available to help me implement the theme are helpful to me. | Agree Completely | ----- | ----- | ----- | ----- |
| | | Agree Somewhat | 1 | 4% | 2 | 22% |
| | | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | | Disagree Somewhat | 11 | 40% | 5 | 56% |
| | | Disagree Completely | 14 | 52% | 2 | 22% |
| 5. | Teaching within this theme challenges me professionally. | Agree Completely | ----- | ----- | 1 | 11% |
| | | Agree Somewhat | ----- | ----- | 1 | 11% |
| | | Neutral/No Opinion | ----- | ----- | ----- | ----- |
| | | Disagree Somewhat | 4 | 15% | 1 | 11% |
| | | Disagree Completely | 23 | 85% | 6 | 67% |
| 6. | My students' academic ability is improving as a result of the Computers Unlimited theme. | Agree Completely | ----- | ----- | ----- | ----- |
| | | Agree Somewhat | ----- | ----- | 2 | 25% |
| | | Neutral/No Opinion | 7 | 26% | 2 | 25% |
| | | Disagree Somewhat | 6 | 22% | 2 | 25% |
| | | Disagree Completely | 14 | 52% | 2 | 25% |
| 7. | The administration at this school provides the **quality** of instructional support I need to implement the magnet theme. | Agree Completely | ----- | ----- | 4 | 40% |
| | | Agree Somewhat | ----- | ----- | 5 | 50% |
| | | Neutral/No Opinion | 4 | 15% | ----- | ----- |
| | | Disagree Somewhat | 3 | 11% | 1 | 10% |
| | | Disagree Completely | 20 | 74% | ----- | ----- |
| 8. | I am aware of established expectations for student conduct and behavior in school. | Agree Completely | ----- | ----- | 4 | 40% |
| | | Agree Somewhat | 1 | 4% | 1 | 10% |
| | | Neutral/No Opinion | ----- | ----- | ----- | ----- |
| | | Disagree Somewhat | 2 | 7% | 5 | 50% |
| | | Disagree Completely | 24 | 89% | ----- | ----- |

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**Table 8 (Continued)**

**Teacher Perceptions**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Item | Response | School: Richardson N | Richardson % | Banneker N | Banneker % |
|---|---|---|---|---|---|
| 9. I am aware of established expectations for student learning and academic performance. | Agree Completely | ----- | ----- | 1 | 11% |
| | Agree Somewhat | ----- | ----- | 2 | 22% |
| | Neutral/No Opinion | 1 | 4% | 1 | 11% |
| | Disagree Somewhat | 2 | 7% | 3 | 33% |
| | Disagree Completely | 24 | 89% | 2 | 22% |
| 10. The administration at this school is **available** to help me successfully implement the magnet theme here. | Agree Completely | ----- | ----- | 4 | 40% |
| | Agree Somewhat | ----- | ----- | 3 | [illegible]% |
| | Neutral/No Opinion | 3 | 11% | 1 | [illegible]% |
| | Disagree Somewhat | 3 | 11% | 2 | 20% |
| | Disagree Completely | 21 | 78% | ----- | ----- |
| 11. Teaching within this theme challenges me **personally.** | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 1 | 4% | 1 | 11% |
| | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | Disagree Somewhat | 4 | 14% | 1 | 11% |
| | Disagree Completely | 21 | 78% | 7 | 78% |
| 12. I make a daily effort to infuse the Computers Unlimited theme into **each** course I teach. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 1 | 4% | ----- | ----- |
| | Neutral/No Opinion | 2 | 7% | 1 | 12% |
| | Disagree Somewhat | 8 | 30% | 4 | 50% |
| | Disagree Completely | 16 | 59% | 3 | 38% |
| 13. I have been able to infuse the Computers Unlimited theme into the basic curricula of the district. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 1 | 4% | 1 | 11% |
| | Neutral/No Opinion | 3 | 11% | 1 | 11% |
| | Disagree Somewhat | 10 | 37% | 4 | 45% |
| | Disagree Completely | 13 | 48% | 3 | 33% |
| 14. I received training or information needed to operate the computers in my classroom. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 1 | 4% | ----- | ----- |
| | Neutral/No Opinion | ----- | ----- | ----- | ----- |
| | Disagree Somewhat | 7 | 26% | 6 | 67% |
| | Disagree Completely | 19 | 70% | 3 | 33% |
| 15. I am satisfied with the **quantity** of the theme related technological (equipment, books, journals, etc.) support here. | Agree Completely | ----- | ----- | 1 | 10% |
| | Agree Somewhat | 4 | 15% | 4 | 40% |
| | Neutral/No Opinion | 2 | 7% | ----- | ----- |
| | Disagree Somewhat | 10 | 37% | 4 | 40% |
| | Disagree Completely | 11 | 14% | 1 | 10% |
| 16. I am satisfied with the **quality** of the theme related technological (equipment, books, journals, etc.) support here. | Agree Completely | ----- | ----- | 1 | 10% |
| | Agree Somewhat | 3 | 11% | 3 | 30% |
| | Neutral/No Opinion | 2 | 7% | ----- | ----- |
| | Disagree Somewhat | 7 | 27% | 5 | 50% |
| | Disagree Completely | 15 | 56% | 1 | 10% |

**Table 8 (Continued)**

**Teacher Perceptions**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Item | Response | School: Richardson N | Richardson % | Banneker N | Banneker % |
|---|---|---|---|---|---|
| 17. I have been able to get the materials I need to implement the Computers Unlimited theme. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 5 | 19% | 4 | 44% |
| | Neutral/No Opinion | 2 | 7% | ----- | ----- |
| | Disagree Somewhat | 7 | 26% | 4 | 44% |
| | Disagree Completely | 13 | 48% | 1 | 11% |
| 18. The field trips and outside expert presentations to my students have enhanced learning within this theme. | Agree Completely | ----- | ----- | 1 | 11% |
| | Agree Somewhat | 2 | 7% | 1 | 11% |
| | Neutral/No Opinion | 12 | 45% | 2 | 22% |
| | Disagree Somewhat | 7 | 26% | 3 | 33% |
| | Disagree Completely | 6 | 22% | 2 | 22% |
| 19. I have been able to apply information I learned during staff development/ inserivce offered at scheduled sessions. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 4 | 15% | 1 | 10% |
| | Neutral/No Opinion | 4 | 15% | 1 | 10% |
| | Disagree Somewhat | 5 | 18% | 6 | 60% |
| | Disagree Completely | 14 | 52% | 2 | 20% |
| 20. I can participate in the implementation of this program beyond my classroom, if I choose. | Agree Completely | ----- | ----- | 1 | 11% |
| | Agree Somewhat | 1 | 4% | 1 | 11% |
| | Neutral/No Opinion | 2 | 7% | ----- | ----- |
| | Disagree Somewhat | 5 | 19% | 5 | 56% |
| | Disagree Completely | 19 | 70% | 2 | 22% |
| 21. I am satisfied with the staff development/ inservice sessions regarding the magnet school plan. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 5 | 19% | 4 | 40% |
| | Neutral/No Opinion | 4 | 15% | 1 | 10% |
| | Disagree Somewhat | 6 | 22% | 5 | 50% |
| | Disagree Completely | 12 | 44% | ------ | ----- |
| 22. The students in my classroom are academically ready. | Agree Completely | ----- | ----- | 1 | 11% |
| | Agree Somewhat | 2 | 7% | 1 | 11% |
| | Neutral/No Opinion | 4 | 15% | 1 | 11% |
| | Disagree Somewhat | 11 | 41% | 5 | 56% |
| | Disagree Completely | 10 | 37% | 1 | 11% |
| 23. I am comfortable with the role evaluation has in program implementation. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 4 | 15% | 1 | 12% |
| | Neutral/No Opinion | 6 | 22% | 3 | 38% |
| | Disagree Somewhat | 8 | 30% | 2 | 38% |
| | Disagree Completely | 9 | 33% | 1 | 12% |
| 24. Students are aware of the expectations for their conduct and behavior here. | Agree Completely | ----- | ----- | 4 | 40% |
| | Agree Somewhat | ----- | ----- | 3 | 30% |
| | Neutral/No Opinion | 2 | 7% | 2 | 20% |
| | Disagree Somewhat | 7 | 26% | 1 | 10% |
| | Disagree Completely | 18 | 67% | ----- | ----- |

**Table 8 (Continued)**

**Teacher Perceptions**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Item | Response | School: Richardson N | Richardson % | Banneker N | Banneker % |
|---|---|---|---|---|---|
| 25. The school is a safe place for students and teachers to be. | Agree Completely | ----- | ----- | 1 | 10% |
| | Agree Somewhat | 1 | 4% | 2 | 20% |
| | Neutral/No Opinion | 3 | 11% | ----- | ----- |
| | Disagree Somewhat | 7 | 26% | 7 | 70% |
| | Disagree Completely | 16 | 59% | ----- | ----- |
| 26. I can stay and teach at this school as long as I want to. | Agree Completely | ----- | ----- | 1 | 11% |
| | Agree Somewhat | 1 | 4% | 4 | 44% |
| | Neutral/No Opinion | 10 | 37% | ----- | ----- |
| | Disagree Somewhat | 4 | 15% | 2 | 22% |
| | Disagree Completely | 12 | 44% | 2 | 22% |
| 27. I am satisfied with staff development/ inservice sessions regarding the process of infusing the theme. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | ----- | 3% | ----- | 33% |
| | Neutral/No Opinion | ----- | 1% | ----- | 11% |
| | Disagree Somewhat | ----- | 5% | ----- | 56% |
| | Disagree Completely | ----- | ----- | ----- | ----- |
| 28. I am committed to this magnet theme. | Agree Completely | ----- | ----- | ----- | ----- |
| | Agree Somewhat | 1 | 4% | 1 | 10% |
| | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | Disagree Somewhat | 7 | 26% | 4 | 40% |
| | Disagree Completely | 18 | 66% | 5 | 50% |
| 29. There is good communication at this school among faculty members. | Agree Completely | 12 | 44% | 1 | 10% |
| | Agree Somewhat | 11 | 41% | 3 | 30% |
| | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | Disagree Somewhat | 2 | 7% | 3 | 30% |
| | Disagree Completely | 1 | 4% | 3 | 30% |
| 30. There is good communication at this school between faculty members and the administration. | Agree Completely | 14 | 52% | 6 | 60% |
| | Agree Somewhat | 11 | 40% | 1 | 10% |
| | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | Disagree Somewhat | ----- | ----- | 1 | 10% |
| | Disagree Completely | 1 | 4% | 2 | 20% |
| 31. There is good communication at this school between faculty members and parents. | Agree Completely | 12 | 44% | ----- | ----- |
| | Agree Somewhat | 13 | 48% | 2 | 20% |
| | Neutral/No Opinion | 2 | 8% | 1 | 10% |
| | Disagree Somewhat | ----- | ----- | 6 | 60% |
| | Disagree Completely | ----- | ----- | 1 | 10% |
| 32. There is good communication at this school between faculty members and students. | Agree Completely | 16 | 59% | 1 | 10% |
| | Agree Somewhat | 10 | 37% | 1 | 10% |
| | Neutral/No Opinion | 1 | 4% | ----- | ----- |
| | Disagree Somewhat | ----- | ----- | 7 | 70% |
| | Disagree Completely | ----- | ----- | 1 | 10% |

*Note*: Percentages are rounded to the nearest whole percent.

a Indicates response was not chosen by any teacher.

Teachers did not feel challenged professionally (Item 5; 100% Richardson, 78% Banneker) or personally (Item 11; 92% Richardson, 89% Banneker) teaching in the theme. Teachers were also not committed to the magnet theme (Item 28; 92% Richardson, 90% Banneker). It is not surprising then that they reported not making a daily effort to infuse the theme into each course (Item 12; 89% Richardson, 88% Banneker).

**Extended Day**

An extended day program was established at each of the Computers Unlimited elementary magnet schools. The program provided for the educational and supervisory needs of the students before and after regular school hours. In general, the program offers students remedial and enrichment activities. Specifically, the Richardson program offered additional opportunities to learn about computers as well as basic and enrichment academic activities. In addition to these academic activities, the program at Banneker offered play activities.

Enrollment figures for each of the schools were collected in January 1991 (See Table 9). Of the 427 Richardson students, 266 (63%) were enrolled in the extended day program. For the 273 Banneker students, 127 (47%) were enrolled in an extended day program. In general, the ethnic enrollment for extended day was similar to the schools overall ethnic enrollment.

**Perceptions about extended day**. Questions about the extended day program were included in the parent and student perceptions surveys. Parents, with children attending extended day, were asked to provide their perceptions of the program. The parents were asked to assign a letter grade (A = excellent, B = good, C = average, D = fair, F = only poor) to some aspects of the extended day program. As a part of the student survey, students who attended extended day, were asked to provide their opinions concerning the program.

Parents with children attending extended day were pleased with the program (see Table 10). Grades of at least a "B" were given to the academic activities (89% Richardson, 94% Banneker). Equally high grades were given to the supervision provided (94% Richardson, 85% Banneker parents gave an "A" or "B" grade).

Students who reported attending the before and after school extended day sessions felt positive about their extended day experience (N = 73). Students reported (see Table 11) the before school session had interesting things to do (Richardson 83%, Banneker 82%). The after school session was as interesting to students with 86% of Richardson students reporting the after school session had interesting things to do. For Banneker, 93% of the students reported the after school session had interesting things to do. Richardson students reported

**Table 9**

**Extended Day**
**Minority and Non-Minority Enrollment**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991**

| School / Ethnic Group | Morning Only N | Morning Only % | Afternoon Only N | Afternoon Only % | Both AM & PM N | Both AM & PM % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|
| **Richardson** | | | | | | | | |
| Minority | 24 | 96% | 75 | 75% | 138 | 98% | 238 | 89% |
| Non-Minority | 1 | 4% | 24 | 25% | 3 | 2% | 28 | 11% |
| **Banneker** | | | | | | | | |
| Minority | 22 | 71% | 22 | 73% | 48 | 73% | 92 | 72% |
| Non-Minority | 9 | 29% | 8 | 27% | 18 | 27% | 35 | 28% |

*Note*: Percentages are rounded to the nearest whole percent.

**Table 10**

**Extended Day**
**Parent Percentions**
**Computers Unlimited Elementary Schools**
**Percent of Parents Assigning Grade**
**1990 - 1991 (N = 71)**

| Item / School | Grade Given: Excellent A | Good B | Average C | Fair D | Only Poor F |
|---|---|---|---|---|---|
| 1. Grade given to extended day academic activities. | | | | | |
| Richardson | 65% | 24% | 8% | 3% | 0% |
| Banneker | 67% | 30% | 3% | 0% | 0% |
| 2. Grade given to extended day supervision. | | | | | |
| Richardson | 70% | 24% | 3% | 3% | 0% |
| Banneker | 70% | 15% | 15% | 0% | 0% |

*Note*: Percentages are rounded to the nearest whole percent.

**Table 11**

**Extended Day**
**Student Perceptions**
**Computers Unlimited Elementary Schools**
**1990 - 1991 (N = 73)**

| ITEM CATEGORY<br>Item<br>School | Response<br>Yes | No | Don't Know |
|---|---|---|---|
| **BEFORE SCHOOL** | | | |
| 1) Did the before school program have interesting things for you to do? | | | |
| Richardson | 83% | 11% | 6% |
| Banneker | 82% | 13% | 5% |
| 2) Did you learn more things about reading and math at the before school program | | | |
| Richardson | 39% | 55% | 6% |
| Banneker | 68% | 24% | 8% |
| **AFTER SCHOOL** | | | |
| 1) Did the after school program have interesting things for you to do? | | | |
| Richardson | 86% | 9% | 5% |
| Banneker | 93% | 7% | 0% |
| 2) Did you learn more things about reading and math at the after school program? | | | |
| Richardson | 59% | 36% | 5% |
| Banneker | 73% | 27% | 0% |

*Note:* Percentages are rounded to the nearest whole percent.

they did not learn more about reading and math in the before school session (55%). In contrast, 24% of the Banneker students reported not learning more about reading and math while at the before school session. Fifty-nine percent of the Richardson students and seventy-three percent of the Banneker students reported learning more things about reading and math while at the after school session.

*Reasons for children attending extended day.* During the parent perceptions interviews, parents who reported having children in extended day were asked to provide reasons why their child attended extended day (Table 12). Richardson parents reported that the Enrichment /

**Table 12**

**Extended Day**
**Parent Perceptions:**
**Reason for Using Extended Day**
**Computers Unlimited Magnet Elementary Schools**
**1990 - 1991 (N = 71)**

| | | School | | | |
|---|---|---|---|---|---|
| | | Richardson | | Banneker | |
| Reason for using Extended Day | Response | N | % | N | % |
| 1. You work. | Very Important | 26 | 70% | 21 | 62% |
| | Important | 2 | 5% | 3 | 9% |
| | Somewhat Important | 0 | 0% | 1 | 3% |
| | Not Very Important | 0 | 0% | 0 | 0% |
| | Not at All Important | 9 | 25% | 9 | 26% |
| 2. Your child needs extra academic help. | Very Important | 25 | 68% | 12 | 35% |
| | Important | 6 | 16% | 7 | 21% |
| | Somewhat Important | 4 | 11% | 4 | 12% |
| | Not Very Important | 0 | 0% | 2 | 6% |
| | Not at All Important | 2 | 5% | 9 | 26% |
| 3. The Enrichment/Academic programs. | Very Important | 24 | 67% | 23 | 68% |
| | Important | 9 | 25% | 7 | 20% |
| | Somewhat Important | 2 | 5% | 0 | 0% |
| | Not Very Important | 0 | 0% | 0 | 0% |
| | Not at All Important | 1 | 3% | 4 | 12% |
| 4. Fun thing for child to do. | Very Important | 25 | 67% | 25 | 74% |
| | Important | 8 | 22% | 5 | 14% |
| | Somewhat Important | 4 | 11% | 2 | 6% |
| | Not Very Important | 0 | 0% | 1 | 3% |
| | Not at All Important | 0 | 0% | 1 | 3% |
| 5. Your child's friends go. | Very Important | 18 | 49% | 16 | 47% |
| | Important | 9 | 24% | 4 | 12% |
| | Somewhat Important | 7 | 19% | 5 | 15% |
| | Not Very Important | 1 | 3% | 2 | 6% |
| | Not at All Important | 2 | 5% | 7 | 20% |

*Note*: Percentages are rounded to the nearest whole percent.

Academic programs were the most important reason, with 92% of the parents assigning a rating of "Important" or "Very Important." When asked if fun things for their child to do was important, 89% of the Richardson parents believed it was "Important" or "Very Important." Needing academic help was said to be "Important" or "Very Important" by 84% of the Richardson parents. Parents working was cited as "Important" or "Very Important" by 75% of the Richardson parents.

Banneker parents rated Enrichment/Academic programs and fun things for their child to do similarly. Both reasons were said to be "Important" or "Very Important" by 88% of the Banneker parents. Parents working was noted as being "Important" or "Very Important" by 71% of the Banneker parents. Needing academic help was said to be "Important" or "Very Important" by 56% of the Banneker parents.

**Achievement**

Student achievement based on the Iowa Test of Basic Skills (ITBS) has been reported. The Missouri Mastery and Achievement Test (MMAT) average scale scores for third grade students and Degrees of Reading Power (DRP) scores for fifth grade students at both schools are also presented.

**ITBS**. Table 13 presents ITBS achievement data for 1990 and 1991 by content area, school, grade level and ethnic group. In addition, district and national norms are presented for reference. The data presented are percentile ranks converted from mean grade equivalent scores for the Science, Math, Reading and Language subtests. Figures 1-A through 1-D display the information contained in Table 13 by subtest, school and ethnic group.

*Science*. Briefly, it can be seen from Figure 1-A and Table 13 that science achievement was somewhat variable across schools, grades and ethnic group. At all grades, non-minority Richardson students had higher ranks than minority students. Both minority and non-minority first, third, fourth and fifth grade Richardson students ranked higher than the district norm.

As found for Richardson, minority students at Banneker ranked lower than non-minority students. Banneker first and third grade minority students ranked higher than the district norm. Non-minority Banneker students in all grades ranked higher than the district norm.

*Math*. Math ranks were also variable across schools, grades and ethnic group (see Figure 1-B and Table 13). With the exception of kindergarten and first grade, non-minority students had higher ranks than did minority students at Richardson. Richardson kindergarten ranks were higher than the district norm. Non-minority first grade students ranked below the district norm.

Banneker minority fifth grade students ranked higher than non-minority students. All grades showed ranks below the district norm for minority students at Banneker. Fifth grade non-minority students had ranks below the district norm.

*Reading*. Reading ranks (see Figure 2-C and Table 13) also varied across grade, school and ethnic group. Richardson third grade minority students had higher ranks than non-minority

**Table 13**

**Iowa Test of Basic Skills**

**Percentile Ranks**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Grade / School / Ethnic Group | Science | | | | Math | | | | Reading | | | | Language | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1990 | 1991 | Dist. 1991 | Nat'l Norm | 1990 | 1991 | Dist. 1991 | Nat'l Norm | 1990 | 1991 | Dist. 1991 | Nat'l Norm | 1990 | 1991 | Dist. 1991 | Nat'l Norm |
| **Kindergarten** | | | --[a] | --- | | | 64 | 50 | | | --[a] | --- | | | 61 | 50 |
| Richardson | | | | | | | | | | | | | | | | |
| Non-Minority | --[a] | --[a] | | | --[b] | 92* | | | --[b] | --[a] | | | --[b] | 80* | | |
| Minority | --[a] | --[a] | | | 64 | 92 | | | 69 | -- | | | 52 | 64 | | |
| Banneker | | | | | | | | | | | | | | | | |
| Non-Minority | --[a] | --[a] | | | --[c] | 64 | | | --[c] | --[a] | | | --[c] | 78 | | |
| Minority | --[a] | --[a] | | | --- | 55 | | | --- | -- | | | --- | 52 | | |
| **First** | | | 53 | 50 | | | 65 | 50 | | | 53 | 50 | | | 73 | 50 |
| Richardson | | | | | | | | | | | | | | | | |
| Non-Minority | --[b] | 59* | | | --[b] | 16* | | | --[b] | 58* | | | --[b] | 57* | | |
| Minority | 56 | 56 | | | 40 | 35 | | | 35 | 35 | | | 52 | 61 | | |
| Banneker | | | | | | | | | | | | | | | | |
| Non-Minority | --[c] | 78 | | | --[c] | 75 | | | --[c] | 66 | | | --[c] | 94 | | |
| Minority | --- | 62 | | | --- | 64 | | | --- | 58 | | | --- | 91 | | |
| **Second** | | | 50 | 50 | | | 64 | 50 | | | 50 | 50 | | | 64 | 50 |
| Richardson | --[b] | --[d] | | | --[b] | --[d] | | | --[b] | --[d] | | | --[b] | --[d] | | |
| Non-Minority | 43 | 45 | | | 38 | 47 | | | 47 | 47 | | | 57 | 66 | | |
| Minority | | | | | | | | | | | | | | | | |
| Banneker | --[c] | 67 | | | --[c] | 70 | | | --[c] | 54 | | | --[c] | 57 | | |
| Non-Minority | --- | 38 | | | --- | 47 | | | --- | 40 | | | --- | 47 | | |
| Minority | | | | | | | | | | | | | | | | |
| **Third** | | | 44 | 50 | | | 48 | 50 | | | 44 | 50 | | | 57 | 50 |
| Richardson | --[d] | 58* | | | 47* | 43* | | | --[d] | 29* | | | --[d] | 47* | | |
| Non-Minority | 37 | 48 | | | 39 | 34 | | | 41 | 35 | | | 59 | 53 | | |
| Minority | | | | | | | | | | | | | | | | |
| Banneker | --[c] | 62 | | | --[c] | 59 | | | --[c] | 56 | | | --[c] | 64 | | |
| Non-Minority | --- | 52 | | | --- | 47 | | | --- | 47 | | | --- | 61 | | |
| Minority | | | | | | | | | | | | | | | | |



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**Table 13 (Continued)**

**Iowa Test of Basic Skills**

**Percentile Ranks**

**Computers Unlimited Magnet Elementary Schools**

**1990 - 1991**

| Grade / School / Ethnic Group | Science 1990 | Science 1991 | Science Dist. 1991 | Science Nat'l Norm | Math 1990 | Math 1991 | Math Dist. 1991 | Math Nat'l Norm | Reading 1990 | Reading 1991 | Reading Dist. 1991 | Reading Nat'l Norm | Language 1990 | Language 1991 | Language Dist. 1991 | Language Nat'l Norm |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Fourth** | | | 39 | 50 | | | 45 | 50 | | | 39 | 50 | | | 49 | 50 |
| Richardson | 70* | 75* | | | 77* | 64* | | | 63* | 56* | | | 65* | 68* | | |
| Non-Minority | 57 | 32 | | | 33 | 43 | | | 40 | 35 | | | 42 | 50 | | |
| Minority | | | | | | | | | | | | | | | | |
| Banneker | --c | 58 | | | --c | 50 | | | --c | 51 | | | --c | 45 | | |
| Non-Minority | --- | 38 | | | --- | 33 | | | --- | 40 | | | --- | 40 | | |
| Minority | | | | | | | | | | | | | | | | |
| **Fifth** | | | 40 | 50 | | | 41 | 50 | | | 40 | 50 | | | 48 | 50 |
| Richardson | --b | 62 | | | --b | 63 | | | --b | 64 | | | --b | 58 | | |
| Non-Minority | 43 | 46 | | | 41 | 38 | | | 34 | 34 | | | 40 | 42 | | |
| Minority | | | | | | | | | | | | | | | | |
| Banneker | --c | 44* | | | --c | 21* | | | --c | 36* | | | --c | 29* | | |
| Non-Minority | --- | 34 | | | --- | 24 | | | --- | 32 | | | --- | 42 | | |
| Minority | | | | | | | | | | | | | | | | |

*Note*: Percentages are rounded to the nearest whole percent.

a Test not given to this grade this year.

b No Non-Minority Enrollments for this grade this year.

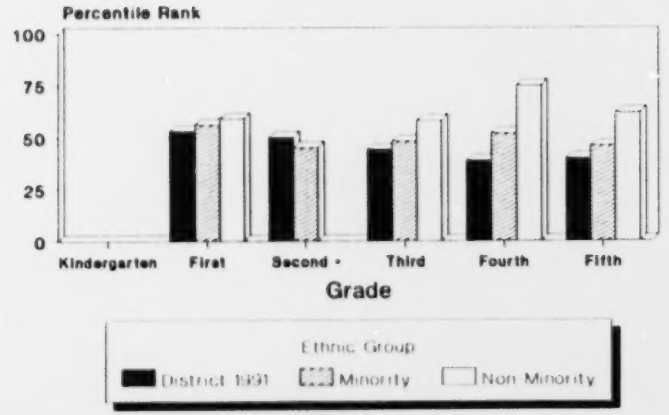
c Banneker is a new school for 1990-1991 school year. Consequently 1989-1990 year test scores are not presented.

d Scores based on 4 or fewer students are not reported.

* Score is based on 10 or fewer students.

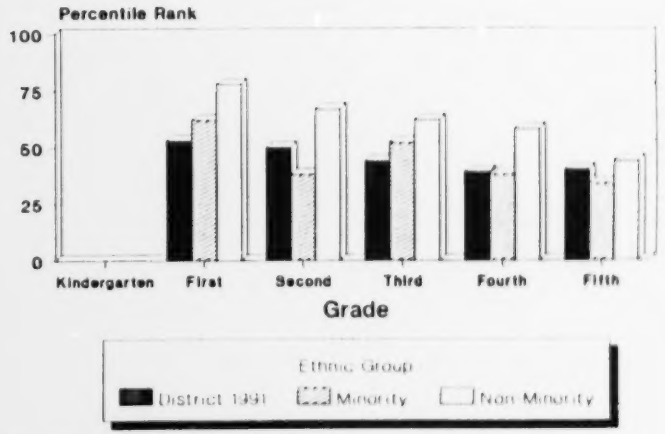
# Figure 1-A
# ITBS Science
# Percentile Ranks by Grade by Ethnic Group
# Spring 1991

## Richardson




Note: Percentile Ranks represent average grade equivalent Scores. * Fewer than 5 second grade Non-Minority students.

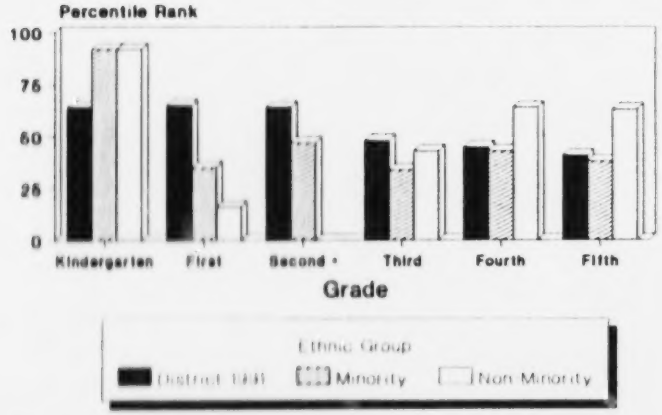
## Banneker




Note: Percentile Ranks represent average grade equivalent scores.

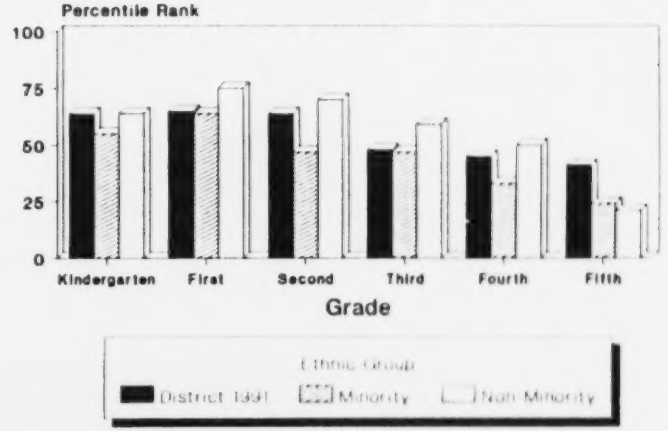
# Figure 1-B
# ITBS Math
# Percentile Ranks by Grade by Ethnic Group
# Spring 1991

Richardson




Note: Percentile Ranks represent average grade equivalent scores. * Fewer than 5 second grade Non-Minority students.

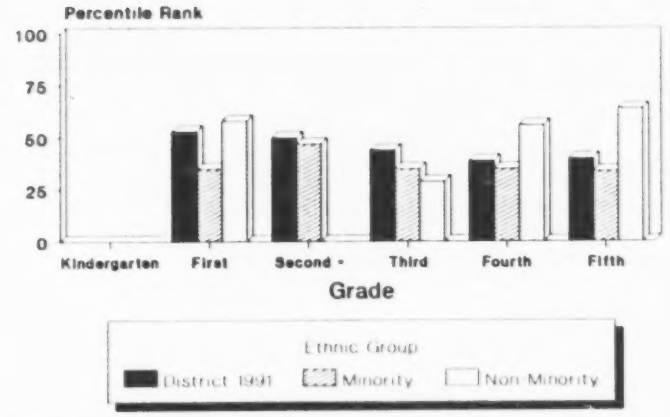
Banneker




Note: Percentile Ranks represent average grade equivalent scores.

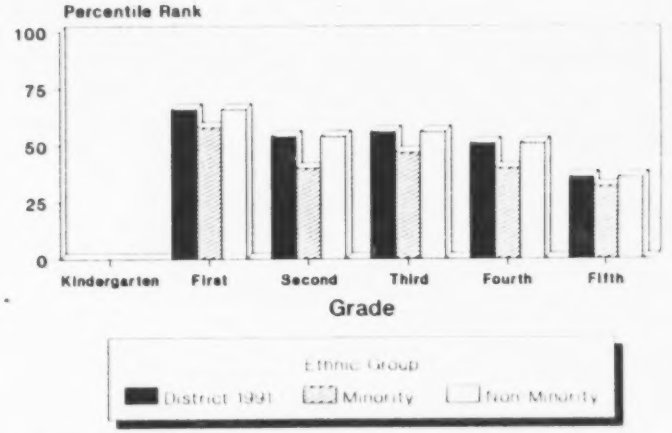
# Figure 1-C
# ITBS Reading
# Percentile Ranks by Grade by Ethnic Group
# Spring 1991

## Richardson




Note: Percentile Ranks represent average grade equivalent scores. * Fewer than 5 second grade Non-Minority students.

## Banneker




Note: Percentile Ranks represent average grade equivalent scores.





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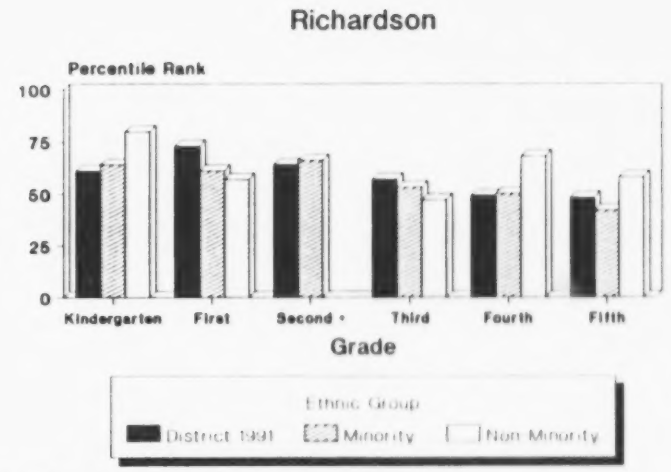
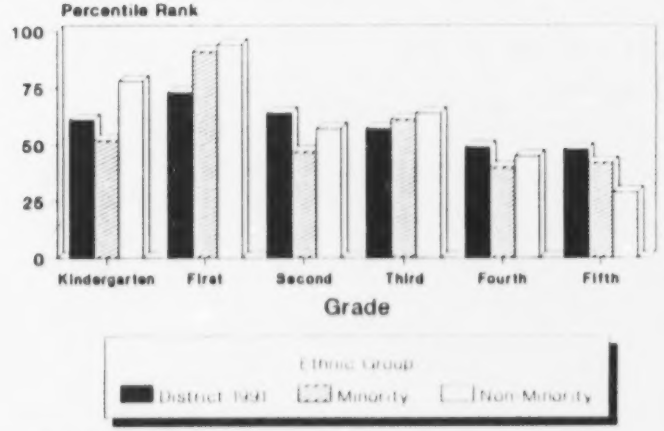
# Figure 1-D
# ITBS Language
# Percentile Ranks by Grade by Ethnic Group
# Spring 1991




Note: Percentile Ranks represent average grade equivalent scores. • Fewer than 5 second grade Non-Minority students.




Note: Percentile Ranks represent average grade equivalent scores.

students. At all grades, Richardson minority student ranks were below the district norm. Non-minority third grade ranks were below the district norm.

Banneker student minority and non-minority reading percentile ranks were similar across all grades with non-minority percentile ranks being slightly higher than minority ranks. Minority ranks fell below the district norm in all grades. At all grades, non-minority students ranked close to the district norm.

*Language.* In general, students performed well on the language subtest (see Figure 1-D and Table 13). Minority Richardson students ranked higher than non-minority students in the first and third grades. Kindergarten, second and fourth grade minority students at Richardson ranked higher than the district norm. Richardson kindergarten, fourth and fifth grade non-minority students also ranked higher than the district norm.

Banneker students performed reasonably well on the Language subtest. First and third grade students ranked higher than the district norm. Kindergarten, first and third grade students obtained ranks above the national norm. Fifth grade minority students ranked higher than non-minority students.

**MMAT.** As Table 14 shows, Richardson students scored below both the district norm and state norm in all subtest categories. Science scores for Banneker students were higher than the district norm and Social Studies/Civics scores were equal to the district norms. Banneker students scored below the state norms in all subtest categories.

**DRP.** Table 15 displays the Degrees of Reading Power mean unit scores and percentile ranks for the 1991 test administration for fifth graders at the Computers Unlimited elementary magnet schools. In the DRP test, the DRP units form a scale of prose difficulty or readability. DRP scores are interpreted as norm-referenced scores. As such, the percentile ranks reported indicate what percent of the Computers Unlimited students scored equal or better than the national norm group. Consistent with ITBS Reading scores, DRP scores are slightly lower than national norms.

## Summary and Recommendations

Richardson and Banneker have completed their first year of operation as Computers Unlimited magnet elementary schools. Implementation is progressing despite delays in getting the networks and computer-based curriculum installed and cooperating with each other. As of February, both schools were at their permanent sites. Banneker had to struggle

**Table 14**

**Missouri Mastery Achievement Test Scale Scores: Grade 3**
**School, District and State Scores**
**Computers Unlimited Magnet Elementary Schools**
**Spring 1991**

| School | Science | Math | Reading/ Language Arts | Social Studies/ Civics |
|---|---|---|---|---|
| Richardson | 255 | 242 | 238 | 242 |
| Banneker | 293 | 284 | 267 | 286 |
| District | 290 | 289 | 274 | 286 |
| State | 344 | 326 | 321 | 336 |

**Table 15**

**Degrees of Reading Power: Grade 5**
**Computers Unlimited**
**Magnet Elementary Schools**
**Spring 1991**

| School | Mean Unit Score |
|---|---|
| Richardson | 48 |
| Banneker | 46 |
| District | 50 |

through a move to another building at mid-year. Neither school has achieved the established enrollment goals. Richardson, as an existing school, made progress with a 2% change toward the enrollment goals for all grades except grade two. Banneker, as a new school did not quite reach the established goal of 60% minority/40% non-minority even though fourth grade came in at 62% minority.

The parent survey suggests that more external recruitment through public sources such as television, radio and newspapers is needed. Parents did not report getting information from the public sources of newspaper, radio or television. Parents reported choosing the school because it was the neighborhood school and previous attendance. Parents reported their

children were making progress in academic areas of school. Students also reported learning a lot about reading, math and spelling. Parents felt their child was, and students reported, learning a lot on the computers. In general parents and students were satisfied with the first year experience at both schools.

Teachers seem to be considerably less satisfied than are parents and students. Neither Richardson nor Banneker teachers reported making a daily effort to infuse the theme. Teachers felt uninformed about the theme yet felt theme implementation was not going according to the site plan. Teachers also reported not being challenged professionally or personally, nor being committed to the Computers Unlimited magnet theme.

Based upon the findings discussed above, the following recommendations are presented:

1. Continue to bring the ethnic composition of the two new Computers Unlimited Magnet schools in line with the court-ordered desegregation goals. Richardson at 92% overall minority enrollment has a long way to go. Banneker at 67% overall minority enrollment also needs some attention paid to enrollment goals.

2. Discover how to commit teachers to the theme and challenge them personally and professionally. With only 4% of Richardson teachers and 10% of Banneker teachers reporting they are committed to the theme, it is difficult to imagine continued success of the programs without committed, challenged teachers.

3. Continue to provide strong academic lessons. Although parents reported their children learned more about reading and math and students also reported they learned a lot about reading and math, not all grades have ITBS or DRP scores at or above the national and district norms. Both schools had MMAT scores below the state norm.

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**The School District of Kansas City, Missouri**